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AUTHOR Gayles, Anne Richardson
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ABSTRACT

The status of multicultural teacher education curricula in selected colleges and universities is surveyed and appraised in this study. The study was designed to (1) identify the number and kinds of multicultural curricular experiences and programs; (2) reveal the variety of these programs; (3) ascertain the quality of the programs; (4) determine the rationale, purposes, principles, and concepts contained in the programs; and (5) identify current policies and practices in developing, organizing, and implementing multicultural experiences. Information was obtained from a study of previous research findings, personal interviews with students, and data secured from a letter of inquiry to deans of colleges of education. Findings are stated under theoretical headings that note significant aspects of multicultural education. Trends revealed by the study are analyzed. (JD)

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An Analysis, and Cataloging of Multicultural
Teacher Education Curricula in Colleges and
Universities Approved by the American
Association of Colleges for
Teacher Education

ANNE RICHARDSON GAYLES
FLORIDA A&M UNIVERSITY

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This article represents an attempt to find out what is presently being done informally and formally to train teachers for a multicultural society. Educating teachers to perform successfully in a multicultural society is truly a professional challenge to teacher educators. The implementation of a functional multicultural teacher education program is the most demanding obligation in teacher education. The imperative in teacher education is to help the prospective teachers to acquire the skills, competencies, and understandings they need to function as effective teachers of multicultural children. Since the majority of prospective teachers will be trained in member colleges and universities of the American Association of Colleges for Teacher Education, it was deemed appropriate to conduct the initial survey with schools and colleges of education in those institutions. The Association's commitment to quality teacher education, cultural pluralism and cultural pluralism in education, and its long standing, important efforts in creating, preserving and enhancing programs of multicultural education and multicultural teacher education for America's culturally diverse society would also make such institutions prime targets in a study of this kind.

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Statement of the Problem

The purpose of the investigation was to survey and appraise the status of multicultural teacher education curricula in colleges and universities approved by the American Association of Colleges for Teacher Education. The study was designed to (1) identify the number and kinds of multicultural curricular experiences and programs; (2) reveal the variety of multicultural curricular experiences and programs; (3) ascertain the quality of the multicultural curricular experiences and programs; (4) determine the rationale, purposes, principles and concepts which undergird the multicultural curricular experiences and programs and (5) identify current policies and practices in developing, organizing and implementing multicultural curricular experiences.

Procedure

Three classes of data were used: (1) information gained from a comprehensive study of research findings and thought in professional (non-research) literature pertaining to multicultural education and to multicultural experiences in teacher education in selected colleges and universities approved by the American Association of Colleges in Teacher Education, (2) essential understandings obtained from personal and informal interviews with students, teachers and administrators directly involved in multicultural teacher education experiences in colleges and universities approved by the American Association of Colleges in Teacher Education, and (3) data secured from the letter of inquiry sent to administrative deans of colleges of education approved by National Council for Accreditation of Teacher Education.

The major source of data was the letter of inquiry which was sent to 500 administrative deans of Colleges or Schools of Education. The letter of inquiry indicated that the researcher was (1) in the process of compiling a document which would identify and describe the various multicultural teacher education experiences provided for pre-service and inservice students in institutions of higher learning approved by the National Council for Accreditation of Teacher Education; (2) soliciting cooperation in the obtaining of data as to the number, nature, organizational structure, and kinds of multicultural experiences and programs teacher education students are involved in, and exposed to, as they pursue curricular activities in general education, area of specialization and in professional education; and (3) that the researcher would like to have a full description of every multicultural teacher education experience or program which has been planned for students.

The informal interviews were conducted with approximately 127 current students and educators of teacher education programs with multicultural curricular experiences or special multicultural programs; these interviews were held at the following meetings:

1. Regional Conference of Florida Association of Teacher Educators - 1976 Orlando, Florida; 1977 Mobile, Alabama
2. National Conferences of Society of Professors of Education - 1976 Chicago, Illinois; 1977 Chicago, Illinois
3. Annual Meetings of the American Association of Colleges for Teacher Education - 1976 Chicago, Illinois; 1977 Chicago, Illinois
4. Teacher Education Conferences for Black Colleges and Universities - 1976 Atlanta, Georgia; 1977 Atlanta, Georgia.

The informal interviews focused upon discussions which sought the following types of information about the interviewees' multicultural programs or multicultural experiences in teacher education:

1. Do you have a multicultural program or multicultural curricular experiences?
2. Explain the following about the multicultural program or multicultural experiences:
 - a. Rationale
 - b. Goals and purposes
 - c. Types
 - d. Multicultural Concepts and Principles
Undergirding Program
 - e. Academic Levels
 - (1) Undergraduate
 - (a) Elementary
 - (b) Secondary
 - (2) Graduate
 - (a) Elementary
 - (b) Secondary
 - (3) Undergraduate and Graduate
 - (a) Elementary
 - (b) Secondary
 - f. Programs
 - (1) Degree Programs
 - (2) Certification
 - (3) Track

- (4) Academic Minors
 - (5) Academic Majors
- g. Organizational Structure
- h. Curriculum
 - (1) Scope
 - (2) Sequence
 - (3) Required Courses
 - (4) Emphasis
 - (5) Required Hours
 - (6) Electives
 - (a) Required
 - (b) Free
- i. Laboratory Experiences
- j. Facilities
- k. Personnel
- l. Major Specific Multicultural Experiences
- m. Major General Multicultural Experiences
- o. Formalized Multicultural Experiences Other than Courses
- p. Essential Multicultural Understandings, Skills and Attitudes

A review of the literature for the past five years was made in an effort to locate descriptions of multicultural teacher education programs or selected multicultural curricular experiences in colleges and universities approved by the American Association of Colleges for Teacher Education; and to identify and understand current terminology, philosophy, concepts, procedures and strategies for the implementation of a viable multicultural teacher education program. The writer assumed that a thorough understanding of the theoretical aspects of multicultural education would assist in ful-

filling the main purpose of the study which was to describe and assess existing multicultural teacher education programs in colleges and universities approved by the American Association of Colleges for Teacher Education.

Four hundred and four schools and colleges responded to the letter of inquiry. Ninety-six of those responding indicated that they had some form of multicultural education. These were the institutions used in the study. The majority of the data analyzed for the study came from the responses of the ninety-six institutions identified as having multicultural education.

The data submitted by the institutions in responses to the letter of inquiry; obtained from the interviews; and the data secured from the literature appeared in all kinds of descriptive forms. A topical outline of information desired, from the sources, was constructed. Data from all sources were compiled, analyzed and described according to retical items provided the headings which appear in the section pertaining to results.

Results

An analysis of the data revealed many significant findings pertaining to the nature and status of multicultural education in institutions approved by the American Association of Colleges in Teacher Education. The findings are stated below under theoretical headings which note significant aspects of multicultural education.

Rationale for Multicultural Teacher Education Programs

The institutions in the study believed that teacher training programs must prepare the prospective teachers to design and implement, with the cooperation of multicultural populations, a culturally pluralistic

curriculum which will enable learners in a culturally diverse society to cope with the persistent life situations facing them; and that competencies and understandings needed by multiethnic children and youth, as they attempt to deal with the basic problems and situations of everyday living, should constitute the effectively in today's dynamic and complex society of disparate cultures.

The majority of institutions pinpointed the need for multicultural teacher education because of the persistent realities related to:

1. Training teachers to function effectively in a culturally diverse society.
2. Training teachers to effectively teach identified culturally different youth.
3. Training teachers to design and execute viable multicultural education programs in our pluralistic society.

Objectives of the Multicultural Teacher Education Programs

The majority of the institutions had well formulated objectives which focused upon the prospective teacher's:

1. Understanding the philosophies and concepts of ethnicity; cultural pluralism, and multicultural education.
2. Acquiring knowledge, attitudes, and skills consistent with the principles of cultural pluralism.
3. Understanding the cultures of the various ethnic groups in America.
4. Understanding the life-styles and contributions of the various ethnic, racial and socio-economic groups in America.
5. Gaining knowledge and appreciation of cultural similarities and differences among racial and ethnic groups.
6. Eliminating stereotype thinking about other racial, ethnic and

religious groups.

7. Understanding the learning styles of culturally different youth.
8. Growing in self-esteem, security, and in respect for others.
9. Recognizing and dealing with dehumanizing biases, discrimination and prejudices.
10. Acquiring multicultural instructional skills.
11. Acquiring cross-cultural interactional skills so as to overcome the obstacles to cross-cultural communication.
12. Gaining proficiency in reading, writing, and oral communication in the Spanish language and English as a second language - since language is a supportive primary tool of the bilingual/bicultural teacher.

Concepts and Principles Undergirding the Multicultural Teacher Education Program

The data obtained for the study revealed that the following concepts and principles were used in designing, implementing and operating the multicultural teacher education programs:

1. Concepts
 - a. Experimentation
 - b. Equality of Opportunity
 - c. Participation by All
 - d. Importance of the Individual
 - e. Freedom of Expression
 - f. Flexibility
 - g. Cooperation
 - h. Shared Responsibility
 - i. Respect for Knowledge
 - j. Tolerance of Viewpoints of Others

k. Faith in People

l. Belief in Progress

2. Principles

a. Students learn several things at once.

b. Each student is unique in his rate of learning.

c. Learning is a continuous process.

d. A person learns best when the task is adjusted to his level of maturity.

e. Students learn best through lifelike experiences. They learn best when what is being learned is related to real life.

f. Learning is more efficient when it is related to purposes of learners.

g. Learning is a growth process.

h. Learning is unitary.

i. Learning involves the whole organism. The "whole" individual learns from all activities.

j. Learning is an active process.

k. Learning involves insight.

l. Learning involves differentiation.

m. Learning involves integration.

n. Learning is developmental.

o. Learning is personal. The individual learns only through his own activity.

p. Learning should proceed from the simple to the complex.

q. Learning is facilitated through immediate reinforcement of a desirable response.

r. Learning is facilitated through direct experience.

- s. Learning is facilitated through encouragement and reward.
- t. Learning is problematic. People learn best when they are actively working to solve problems.
- u. Learning of any kind depends upon readiness.
- v. Learning is facilitated through intrinsic motivation.
- w. Learning is experiencing.
- x. Learning is facilitated through periodic practice of that which is to be learned.
- y. Learning is a modification of one's behavior.

Varying Statutes of Multicultural Education

1. Organized Degree Programs (Bachelor's, Master's, and Doctor of Education)
 2. Certification Programs
 3. Areas of Concentration - (Minors or Professional Diploma)
 4. Electives (Required)
 5. Electives (Free)
 6. Variety of Courses Which:
 - a. Constitute in theory and practice multiculturalism
 - b. Reflect and support multicultural concepts
 - c. Emphasize bilingual education
 - d. Emphasize bicultural education
 - e. Emphasize bilingual/bicultural education
 - f. Focus upon intercultural education
 7. Laboratory Situations in Public Schools are Composed of Multicultural Groups With Which Teacher Education Teachers and Students Work.
- Therefore, the "On-Site Approach" to Multicultural Education is Utilized. (These integrated schools provide many opportunities for student teachers to study and work with Black, Indian, and White children and youth.)

Titles of Multicultural Programs

1. Community Based/Cross Cultural Teacher Education Program
2. Multicultural/Urban Teacher Education Program
3. Bilingual/Bicultural Teacher Education Program
4. Indian Teacher Education Program
5. Bilingual Professional Development Program
6. Graduate Diploma for Teachers of Puerto Rican Children
7. Cooperative Urban Teacher Education Program
8. Teacher Corps Program
9. Competency-Based Teacher Education Program
10. Bilingual/Bicultural Educational Studies
11. Multicultural Education Program for Elementary Teachers
12. Multicultural Education Program for Secondary Teachers
13. Multicultural Education Program for Teachers

Kinds of Multicultural Programs

The information gathered pertaining to the kinds of multicultural programs revealed that the institutions have accepted ethnicity and cultural pluralism as American realities, and therefore are committed to multicultural education. The trend is for multiculturalism to permeate all aspects of teacher education; multicultural concepts are reflected in the designing, structuring and implementing of their teacher education programs; and, there is a wide variety of multicultural degree programs; special programs, formal and informal experiences and courses. The kinds of formal multicultural programs are cited under the following headings:

1. Undergraduate
 - a. Bachelor of Arts Degree in Bilingual/Bicultural Studies
(Concentration in Elementary Education)

- vb. Bachelor of Arts Degree in Elementary Education
(Concentration in Indian Education)
 - c. Bachelor of Arts Degree in American Indian Studies
(Concentration in Secondary Education)
 - d. Bachelor of Arts Degree in Elementary Education
(Concentration in Bilingual/Bicultural Teaching -- Spanish/English)
 - e. Bachelor of Arts Degree in Multicultural/Urban Teacher Education
 - f. Bachelor of Arts Degree in Education
(Concentration in Bilingual/Bicultural Education)
 - g. Bachelor of Arts Degree in Education
(Minor in Native American Studies)
 - h. Bachelor of Arts Degree in Bilingual Education, Spanish
(Minor in Elementary Education)
 - i. Bachelor of Arts Degree in Bilingual Education, Chinese
(Minor in Elementary Education)
 - j. Bachelor of Arts Degree in Bilingual Education (other than Spanish and Chinese)
(Minor in Elementary Education)
 - k. Bachelor of Arts Degree in Multi-Ethnic Studies
 - l. Bachelor of Arts Degree in Bilingual/Bicultural Education
(Minor in Elementary and Secondary Education)
 - m. Bachelor of Arts Degree in Bilingual/Bicultural Education
- 2. Graduate
 - a. Master's Degree in Elementary Education in Selected Content Area
(Emphasis in Bilingual Education)
 - b. Master's Degree in Secondary Education in Selected Content Area
(Emphasis in Bilingual Education)

- c. Master of Science Degree in Education (Area of Specialization:
Bilingual Education-English/Spanish)
 - d. Master of Arts in Teaching English as a Second Language
 - e. Master's Degree in Bilingual Education, Spanish
(Minor in Elementary Education)
 - f. Master's Degree in Bilingual Education (other than Spanish and
Chinese)
(Minor in Elementary Education)
 - g. Master's Degree in Bilingual Education
(Minor in Elementary Education)
 - h. Master's Degree in Multicultural Education
 - i. Doctor of Education in General Curriculum
(Emphasis in Bilingual Education)
 - j. Doctor of Education in Multicultural Education
3. Certification
- a. Elementary Teaching Certificate
(Spanish Language)
 - b. Bilingual Elementary Teachers
(Spanish and English)
 - c. Elementary Teaching Certificate
(Multicultural Education)
 - d. Secondary Teaching Certificate
(Multicultural Education)
 - e. Bilingual/Bicultural Education
(Elementary/Secondary Teachers)
 - f. Elementary/Secondary Teaching Certificate
(Human Relations)

g. Elementary Education

(Spanish/English-Bilingual Education)

4. Professional Diploma

a. Multicultural Education

b. Bilingual/Bicultural Education

Titles of Courses Identified as Multicultural Courses

1. Multicultural Foundations of Education
2. Dynamics of Teaching Minority Groups
3. Race and Ethnic Relations
4. Pro-Seminar in Anthropology -- Origin and Development of Cultures
of Various Ethnic and Racial Groups
5. An Introduction to Human Relations
6. Values Clarification
7. The Future of American Minorities
8. Social Psychology of Prejudice
9. Social Differentiation
10. The American Disinherited
11. Educating Ethnic Minority Groups
12. Multi-Ethnic Studies: Content, Methods and Materials
13. Human Nature and Culture
14. Race Relations
15. Ethnic Minorities and American Politics
16. Principles of Social Anthropology
17. Racism and Minority Groups
18. Learning Variables of Minority Children: Instructional Implications
19. Higher Education and the Ethnic Groups
20. Trends and Strategies in Multi-Ethnic Education
21. Minority Peoples

22. Race Relations and Education
23. Ethnicity and Social Policy
24. Culture and the Life Cycle
25. Multicultural Populations in Elementary Education
26. Teaching Rural Disadvantaged Populations
27. Teaching the Disadvantaged Child
28. Problems in Education of Culturally Different Children
29. Problems in Teaching Desegregated Classes
30. Education of Culturally Different
31. Culture and Education
32. Interpersonal and Group Relations
33. Intercultural Relations
34. Introduction to Minority Studies
35. Social Stratification and Minority Groups
36. Individual Group Cross-Cultural Communications
37. Intercultural Education Seminar
38. Minorities in Contemporary Life
39. Minority Literature
40. Ethnic Heritage Studies
41. Multicultural Education
42. Intercultural Studies
43. Racial and Cultural Minorities
44. Minority Relations
45. Racial and Ethnic Minority Family Systems
46. The School in Intercultural Conflict
47. Minorities and Education

48. Disadvantaged Youth
49. American Minority Groups
50. Ethnic Elements of American History
51. Seminar in Anthropology
52. Problems of Teaching in Multicultural Schools
53. Human Relations Skills in Multicultural Education
54. Analysis of Textbooks and Materials for
Multicultural Education
55. Human Values in Multiethnic Education
56. Social and Philosophical Meanings of Cultural Pluralism
57. Philosophical Foundations of Multicultural Education
58. Culture and Education of Ethnic Minorities in the Southwest
59. Psychological Issues in Multicultural Education
60. Minority Women
61. Educational Practices and Minorities
62. Studies in Education - Multicultural Education
63. Cultural Diversity

Examples of Titles of Courses Utilized in Multicultural Programs Because
They Reflect and Support Concepts and Practices of Multiculturalism

1. Social Foundations of Education
2. Comparative Education
3. Urban Community
4. Social Foundations - Urban Education
5. Geography and Inequality in United States
6. Sociology of Education
7. The City, the Poor, and Social Welfare
8. School and Society

9. Migration Groups in Metropolitan Areas
10. Comparative Cultures
11. Cultural Anthropology
12. Elementary Curriculum
13. Secondary Curriculum
14. Student Teaching
15. Seminars
 - a. Secondary Education - Selected Problems
 - b. Elementary Education - Selected Problems
16. Urban Sociology
17. The Family
18. Social Studies in the Elementary School

Examples of Titles of Courses Offered in Bilingual Programs

1. Bilingualism: Historical Attitudes in U.S. Education
2. Curriculum and Materials for Bilingual Teaching
3. Theory and Practice in Bilingual Education
4. Bilingual Program Design
5. Teaching English as a Second Language
6. Introduction to General Linguistics
7. Spanish Language and Culture Concentration
8. Language and Culture
9. Problems of Education in Metropolitan Areas: Bilingual Education
10. Bilingual and Bicultural Family and Community Education
11. Advanced Survey of Theory and Research Related to Bilingual Education
12. Seminar in Bilingual Education
13. Orientation to Bilingual Education

14. Methods and Materials in Spanish/English Bilingual Education
15. Bilingualism and Education

Examples of Titles of Courses in Multicultural Programs which are Related to a Particular Target Culture or Cultures

1. Latin American Dance
2. Geography of Caribbean America
3. Spanish for Native Speakers
4. Historical Geography of Black America
5. Contemporary Indian Problems
6. Education of Black Americans
7. Educating the Black Inner City Child
8. The Indian Child and His Education
9. Teaching the Bilingual-Bicultural Chicano Child
10. Asian American Culture
11. Ethnic History of Russia and East Europe
12. Six-week course in African Studies
13. Introduction to Native American Studies
14. History of American Indian
15. Problems of the Black Child
16. Aspects of Latin American Culture for Teachers in the Elementary School
17. Research Problems in Educational Programs for Children of Puerto Rican Origin
18. Introduction to Puerto Rican Culture
19. Teaching About India

Types of Formal Multicultural Experiences Other than Courses

The institutions in the study indicated the following types of academic multicultural experiences available to teacher education

students:

1. Intercultural Workshops for Strengthening Intercultural Understanding
2. Workshop in Human Relations
3. Summer Seminar in Africa
4. Multicultural Seminar
5. Ethnic Heritage Studies Workshops
6. Workshop on International Relations
7. Symposium on Bilingual Education
8. Educational Workshops for Teachers of Children of Puerto Rican Origin
9. The Office for International Programs (the office provides counseling and informational services to all students on opportunities for travel, study and work experiences abroad. It coordinates and administers study abroad programs which provide opportunity for language-cultural study, and research experience in Latin America, Eastern Europe, Western Europe and Africa.)
10. The Office for Experiential Education (the office provides information on and assists students in arranging work experience with a wide array of social agencies. Lower socio-economic, urban, rural mountain areas with multicultural minority populations are served.)
11. Study Project in the Arab Republic of Egypt
12. Asian Travel Study Program in Early Childhood Education (Tour included Japan, the Peoples Republic of China, Hong Kong and Hawaii.) -

13. Overseas Student Teaching Programs for Selected Student Teachers

Specific Multicultural Activities

The institutions in the survey reported a wide variety of specific multicultural activities. The following list consists of those specific activities which appeared quite often in the information gathered from teacher education personnel in the study. The teacher education students were involved in multicultural activities pertaining to:

1. Designing teaching modules on the Black Experience and on African life and contributions.
2. Designing teaching modules on the culture and life-styles of the various ethnic and racial groups in the United States.
3. Conducting research projects on topics related to important aspects of the culture and life-styles of ethnic and racial groups in the United States; and from those findings, propose necessary steps to be followed by teachers and/or other school personnel in order to improve the education of multicultural children and youth -- with special emphasis upon minority children and youth.
4. Exploring "their" own culture" and presenting it to the class. The exploration required the reading of at least one book on their own culture and the interviewing of at least one person who is acquainted with their culture.
5. Participating in classroom sessions where resource persons from other cultures were utilized in helping students to become acquainted with cultures other than their own.
6. Observing and participating, with direction, in a bilingual/bicultural teaching situation to become acquainted with the materials

strategies, and techniques used in teaching bilingually.

7. Participating in field trips to sites where various ethnic and racial groups may be observed and studied in reference to selected cultural variants.
8. Student teaching in bilingual/bicultural classrooms, for an extended period, under the guidance and direction of supervising teacher.
9. Constructing of a bilingual/bicultural bibliography to be used in the maintaining of a current computerized bibliography in multicultural education.
10. Participating in the collection of a wide variety of meaningful bicultural/bilingual instructional materials and resources.
11. Constructing lesson plans in bilingual teaching - (English and Spanish).
12. Teaching mini lessons to multicultural children and youth - (English and Spanish).
13. Participating in cross-cultural School-Home-Community activities with children, parents, and others in non-school locations in order to receive help toward the goal of valuing and applying uniqueness among people, places and phenomena.
14. Living in and carrying on in-depth participation in selected ethnic and racial communities in order to understand the culture, contributions, lifestyles and learning styles of the various cultural and racial groups in our society.
15. Examining attitudes of peers and engaging in self-evaluation relative to values and attitudes toward minority ethnic groups.

16. Developing individual projects in selected multicultural, multiclass and multiethnic areas.
17. Reading, discussing, and reacting to literature that provides a multicultural and ethnic orientation.
18. Reviewing the literature in specific multicultural, multiethnic and multiclass areas.
19. Role playing and simulation experiences in selected multicultural and multiethnic areas of concern.
20. Viewing and discussing films and slides in the area of multicultural education.
21. Tutoring of inner-city and rural multicultural children and youth from disadvantaged homes in various academic areas of weaknesses.
22. Participating in a variety of practicum situations with predominately minority group students, mixed minority and non-minority group students, and predominately non-minority group students.
23. Designing of classroom experiences to explore individuals' heritages and ethnic backgrounds through the use of various learning experiences and audio-visual presentations.
24. Participating in a Bilingual Black program which consists of 200 hours of practicum experiences varying from youth work situations to that of teacher, bilingual community resident, and instructional assistant.
25. Participating in a week-long "camp" experience with multicultural children of the target cultures.
26. Student teaching in inner-city schools.
27. Student teaching on Indian Reservations.

28. Student teaching overseas.
29. Serving as teacher aides in schools with multicultural populations.
30. Serving as counselors and/or teachers to college caliber minority young people who are enrolled in the summer Upward Bound Program.
31. Serving as private tutors and/or counselors for students in the community who are having academic and social problems in multicultural public schools.
32. Participating in the Urban Plunge Program which requires that students travel to urban centers throughout the country and spend approximately ten days living and working in a highly urbanized center with minority populations.
33. Participating in the Special Friends Program where students are required to work among black urban youth every Saturday in a voluntary recreation/education program.
34. Participating in a Summer Volunteer Program where teams of 4-6 young people work in urban settings for 8-12 weeks, with and among minority urban peoples.
35. Participating in the Co-CIMS Program which places students on reservations for a live-in/work situation from ten days to three weeks during an academic year.
36. Participating in IMPACT Programs -- a variety of programs offered by a student volunteer project at a college, which expose students to other cultures.
37. Participation in summer recreation programs for inner-city children who represent a wide mixture of social, cultural and racial backgrounds.

38. Participation in summer camp life with inner-city children of severe physical and mental disabilities from different ethnic and social backgrounds.
39. Participating in a program which provides for students to gain in-depth cross cultural experiences by living with a family for eight weeks in the city of Cali and traveling to the other major cities of Colombia. (Focus is upon all aspects of Latin culture).
40. Participating in a chaperoned group atmosphere in London, England ten weeks while completing 12 to 15 hours of regular undergraduate work. (Work is coordinated with tours, guest speakers, special cultural events and extensive travel.)
41. Participating in camping in the East or Southeast to visit and study a variety of areas, and to observe people of quite different historical and cultural backgrounds in order to understand how they lived and adapted to their environment. (Students -- in their efforts to study the inter-play of man and his environment - observe analogous social and physical structure -- housing, business, industry parks; meet with civic leaders, professional planners and other townspeople; visit beaches, estuaries, farms, commercial forests and villages; and they eat in Chinese, Cuban and other ethnic restaurants to compare the environmental costs of several kinds of diets.)
42. Planning special class projects which involve inviting foreign exchange students on campus to share aspects of their heritage which are still important in their culture today.

43. Participating in a series of seminars for low income adults from varying ethnic, economic and age groups.
44. Participating in a luncheon or dinner that reflects a cultural heritage; and in various seasonal programs that reflect specific cultural events in order to promote a more complete awareness of the various cultures.
45. Participating in field trips to area museums to facilitate awareness of multicultural heritages.
46. Participating in a series of events designed to bring successful "models" to the campus for students to hear and to meet with in panel discussions, informal picnics, and receptions. (The students have a chance to see people from their ethnic backgrounds who have achieved a measure of success in various fields and, hopefully, are then motivated to continue striving for their own goals.)
47. Participating in programs entitled, "Black Heritage Week," "Mexican-American Week." These programs contribute to the creation of a campus climate in which cultural pluralism can thrive.
48. Participating in overseas study tours to Pakistan and Japan.
49. Participating in the Associated Schools Project, UNESCO (Kenya, Malaysia, India, and Japan).
50. Making teaching kits and resource units on India, Pakistan, Japan, and Kenya.
51. Participating in EPDA Group Development Institutes. (Focus is upon improving interpersonal relationships with peers and students. The laboratory experience provides opportunities to examine consequences of personal behavior, discover, try out and choose behavioral alternatives, and to explore values and behavior

related to ethnic and cultural differences.)

52. Participating in Intercultural Relations Program which provides a greater appreciation of the various cultures.
53. Participating in the Inter-Racial Living Experience which promotes better understanding of and acceptance of, persons of different racial groups.
54. Participating in a multicultural "eat-in" which presents food from the various cultures represented on campus.
55. Participating in monthly in-service multicultural experiences of the college faculty and staff, wherein provisions are made for them to learn more about each other's cultures in order to grow professionally, and in order to better serve the multicultural student population. These in-service meetings focus upon: a specific culture's mores; survival techniques for the Black Student; counseling techniques for Other Ethnic Groups; alternative approaches to a University Education to fit various cultural needs; cultures and contributions of major ethnic groups.
56. Participating in a teaching-learning situation which requires the introducing and presenting of an activity which specifically enforces awareness in a positive manner of a specific culture, for example: (a) making teaching-learning units and lesson plans which portray a positive cultural awareness; and (b) making resource units on a variety of Lands and Peoples.
57. Participating in multicultural activities for pre-service teachers offered through the Teacher Center consortium as:

- a. Active involvement in seminars and workshops which are designed to help both in-service and pre-service teachers prepare for jobs in an urban setting to meet the challenges in the area of bilingual education, strategies for the disadvantaged, cross-cultural differences and racial and ethnic life-styles.
 - b. Tutoring of reading in specific content areas in inner-city schools whose student population has achieved a racial balance.
 - c. Making trips and doing volunteer work with community centers and community service organizations such as the YMC, Inter-Tribal Council, and Martin Luther King Community Center.
58. Participating in "Black Awareness Week."
59. Participating in "Mexican-American Awareness Week."
60. Participating in an Art Exhibit and observing "The Ceremonial Wearings of Guatemala," "Contemporary Prints from Yugoslavia," "The Black Man Speaks Through His Dance," and "Journey into Blackness" -- an exciting musical theater production tracing highlights and achievements of black history and progress.
61. Participating in a "Leisure Learning" program which provides informal, non-credit instruction on a variety of topics not presently a part of the formal academic curriculum. The program includes topics in multicultural education with related multicultural activities as:
- a. Teacher education students in Bilingual Programs developing and operating an after school program for young children in Chinatown.

- b. Teacher education students serving as teacher aides in community and campus Day Care Centers with children from various racial and ethnic groups.
 - c. Teacher education students participating in a program entitled "Field Experiences" which involves them in work and play situations with children of various cultural and racial groups; for example, taking a group of Upward Bound students to visit a planetarium; and tutoring inner-city minority students with learning difficulties.
- 62. Planning and scheduling one, two, or three quarters of time and credit at the Merrill-Palmer Institute, Detroit, Michigan. The Institute stresses the study of children and families in the city, thereby increases participants' awareness and knowledge of the ethnic and racial populations in the inner-city.
- 63. Participating in the Junior Teacher Assistant Program which provides academic and clinical experiences in:
 - a. Humanizing Education
 - b. Career Education
 - c. Special Education
 - d. Disadvantaged Children
 - e. Multicultural Education
- 64. Participating in local Head Start Programs with sizeable culturally varied populations.
- 65. Participating in a program which provides an opportunity to work as aides in one of the state government offices for one semester. (A paid experience in which students receive college credit for the semester's work.)

66. Participating in the Nottingham Exchange Program with the Nottingham School of Education in England. (Students are exchanged for one semester. Faculty members are exchanged for one year.)

Strategies Used in Multicultural Programs

1. Utilization of education courses and courses from other disciplines which reflect and support the objectives and concepts of multicultural education.
2. Utilization of formalized courses whose content addresses itself to multiculturalism in theory and practice.
3. Utilization of general education innovations that focus upon courses in cultural study which provide an indepth study of major countries and cultures of the world.
4. Seminars and workshops of varying length, intensity and content focusing upon multicultural understanding.
5. Buzz sessions which provide opportunities for teacher education students to discuss openly and candidly some of theri prejudices and then to analyze them rationally.
6. Utilization of methods courses for the construction of units, on multicultural education, to be taught during student teaching.
7. Utilization of action research wherein students are required to identify and pursue research activities that may be carried on in relationship to various racial and ethnic groups in America.
8. Utilization of teaching modules or a modular sequence focusing upon such topics as:
 - a. Life-styles in Urban Communities
 - b. Reading Strategies in Bilingual Classrooms
 - c. Interdisciplinary Approach to Bilingual/Bicultural Education

d. Language Concerns of Teachers of Multicultural Populations

9. A pre-student teaching program of Observation and Participation in schools with multicultural populations.
10. A program of teacher aides in schools where the student population reflects various ethnic groups and socio economic levels.
11. Utilization of student teaching centers whose population is racially and ethnically mixed.
12. Utilization of competency-based instruction.

Trends in Multicultural Education

1. Bachelor of Science degree in Elementary Education with bilingual/bicultural certification is being offered in many institutions.
2. Bachelor of Science in Education with certification in multicultural education - bilingual/bicultural - elementary/secondary levels is being offered in many institutions.
3. Overseas student teaching is being made available to selected teacher education candidates.
4. "Duality in student teaching" is an option available to teacher education candidates. Students may spend half of the student teaching period in a culturally disadvantaged school and the balance of their experience in a culturally different school.
5. Realistic multicultural exploratory experiences are required early in the careers of prospective candidates for student teaching.
6. Pre-student teaching and student teaching experiences are scheduled for multicultural settings.
7. Students enrolled in teacher education programs must complete experience working with children or young adults whose racial/cultural backgrounds differ significantly from their backgrounds.

8. Many state departments of education are beginning to require teacher education candidates to show evidences of having been involved in specific, educational settings with formal courses, programs, or curricular activities which are multicultural in nature.
9. Teacher education programs are being designed with an extensive multicultural field-based component that is continuous throughout a two-year period.
10. Teacher education programs are requiring multiethnic field experiences and course work in education across cultures.
11. Many state departments of education are beginning to require a human relations component in the certification programs for elementary and secondary teachers.
12. Teacher education programs are beginning to design and implement formal multicultural programs.
13. Schools and colleges of education are beginning to offer graduate degrees and programs in multicultural education.
14. Undergraduate programs in multicultural education are mostly designed for minors and certification programs but there is a trend to design degree programs-bilingual/bicultural education for elementary and secondary teachers.
15. The institutions in the study are focusing upon experience-oriented and multiculturally oriented teacher training programs with a bilingual emphasis.
16. Planned programs in international education or intercultural education have reflected multicultural concerns and the trend is that these programs will play an increasing role in developing multicultural related programs.

17. Planned departmental, school and college-wide efforts are increasing in relationship to designing and implementing meaningful, functional and formal programs in multicultural education.

Conclusions

Viable multicultural teacher education programs are increasing. The data revealed a wide variety of policies and practices in the designing, implementing and operating of these needed programs; concluding observations pertaining to them are:

1. The majority of the institutions in the survey have organized programs of multicultural teacher education.
2. Many of the institutions do not have a separate and unique multicultural component, nor do they have a separate and unique course which deals with multicultural education; however, the concept is endorsed as being vital to the preparation of pre-service and in-service teachers so that it is treated in many, if not all academic entities comprising the teacher education program.
3. Many of the institutions do not have specific designated "multicultural" courses but there are programs with built in objectives for achieving some of the goals of multicultural education.
4. For many of the teacher education students, multicultural experiences are of an unplanned nature as they work with students and faculty in the integrated public schools.
5. Majority institutions emphasize multicultural education throughout the pre-service segment of teacher education, and as often as possible in the in-service phase.

6. Most of the multicultural programs and experiences identified are offered at the undergraduate or pre-service level, although not exclusively so.
7. In many of the institutions there are no formal courses in multicultural education for undergraduate students. In general, the programs use practicum experiences in lieu of formal multicultural studies. There seems to be the feeling that actual contact with the ethnic and racial learners in school settings is the most effective way of providing the knowledge and understanding needed to work in a multicultural environment.
8. Most multicultural experiences at the pre-service level are done in conjunction with courses that are exclusively multicultural; which reflect and support multicultural philosophy, concepts, and principles; which are related to a target culture; which are bilingual and bicultural in theory and practice; and in general and special methods courses which focus upon the preparation and execution of units of work regarding various ethnic groups.
9. Institutional offerings related to multicultural education are usually found in:
 - a. The Department of Linguistics
 - b. The Department of Sociology
 - c. The Black American Studies Program
 - d. The Center for English as a Second Language
 - e. The Department of Education
10. Most multicultural courses focus upon the four racial groups most affected by discrimination - the black, yellow, red and brown.
11. Through the courses centering on the study of the sociological foundations of education, students at both the pre-service and in-service levels are given background information and specific

exercises to acquaint them with multicultural concepts and problems.

12. Courses in general psychology, human growth and development, and educational psychology provide a variety of multicultural experiences which enable the teacher education student to gain first-hand knowledge, and a thorough understanding of multicultural children; and a better understanding of himself as a prospective teacher of culturally different children in a pluralistic society.
13. Courses in home economics education incorporate assignments and projects which are related to the life-styles and cultures of various ethnic and racial groups. The emphasis is upon developing more meaningful communication between individuals, families community groups and peoples of other countries.
14. All institutions indicated that they had planned in-class alternative classroom experiences in multicultural education for pre-service and in-service teachers.
15. Graduate students are usually required to take multicultural courses in programs where they are seeking the administrative credentials and/or counselor certificate.
16. In most instances courses in bilingual and multicultural education are offered as complements to degree programs in all departments of college of education.
17. Paraprofessional and student teaching experiences provide for a substantial number of multicultural experiences for teacher education candidates.
18. Majority programs in multicultural education are personalized. Many of the experiences that are made available to the students are carried out on an individual basis. Students are given the opportunity to receive individual instruction on a need basis in

in multicultural experiences through the paraprofessional and student teaching experiences.

19. Several institutions have designed multicultural/competency-based teacher education programs.
20. Major instructional procedures used include the utilization of multicultural content, instructional materials and laboratory experiences by means of role playing, simulation, guest speakers, team teaching, independent study, micro-teaching, educational television, small group instruction, large group instruction; panel, forum and seminars, presented by combinations of people from various ethnic groups; demonstrations, exhibits, field trips, action research; films, lectures and cassettes featuring a variety of significant multiethnic topics; and small group activity focused upon studying the characteristics of the various minority groups, and the characteristics of the individuals who oppress members of minority races.
21. Many institutions had teacher corps programs and cooperative urban teacher education programs. These programs have focused upon multicultural education since inception.
22. In many institutions multicultural experiences are viewed as an integrated aspect of the professional preparation program and they do not separate them out and label them specific learning as multicultural. In general students receive a field experience which includes many multicultural contacts and some study of the multicultural dimension in professional courses. Crucial to such a program is the laboratory experience which is an integral part of the program through the entire teacher education program. Since most schools are integrated, there are opportunities

for student teachers to work with children, of all ethnic groups, in classroom experiences so that the multicultural groups with which students and teachers work with in public schools make it possible to use the "on-site approach" to multicultural understanding, in the majority of institutions.

23. Student teaching assignments are made in a wide variety of intercultural and multicultural settings, for example:
 - a. Latin America
 - b. New Mexico
 - c. Berlin
 - d. Vienna
 - e. Quito, Ecuador
 - f. Guatemala
 - g. Colombia
 - h. Jamaica, Dominica Republic
 - i. Haiti
 - j. England
24. Majority programs in multicultural teacher education were planned according to the major concepts and principles of:
 - a. Democracy
 - b. Education
 - c. Curriculum
 - c. Human Growth and Development
 - e. Personality
 - f. Teaching
 - g. Learning
 - h. Culture

25. The operation of many of the programs included:
- a. Demonstration of a variety of instructional models.
 - b. Extensive use of meaningful field experiences.
 - c. Utilization of a variety of technological aids to learning.
 - d. Well-defined cognitive, affective and psychomotor behavioral objectives. (In the area of objectives the focus was upon interactional skills.)
 - e. Continuous efforts to demonstrate theory in practice.
 - f. Placing responsibility on the prospective teacher for his own progress and accomplishments.
 - g. Cultural context teaching.
 - h. Student-centered approaches to learning.
 - i. Utilization of evaluative devices that are realistic and functional.
 - j. Opportunities for prospective teachers to acquire those understandings, skills and attitudes needed to function effectively in a pluralistic society; and to teach the culturally different to live happily in a multicultural society.
26. Majority programs in multicultural teacher education have built-in components pertaining to a continuous program of evaluation and improvement.